

# AMERICAN

## JOURNAL of EDUCATION

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Universal Education—The Safety of a Republic.

VOL. XVIII.

ST. LOUIS, JANUARY 9, 1885.

No. 1.

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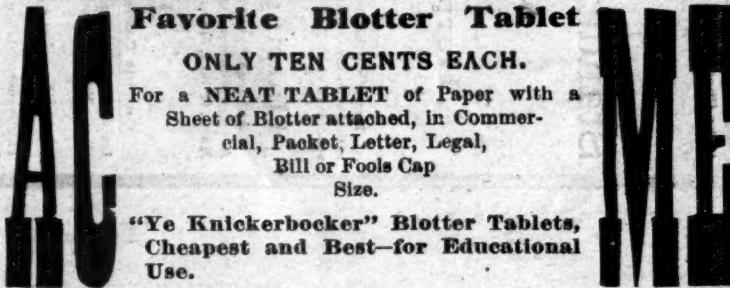
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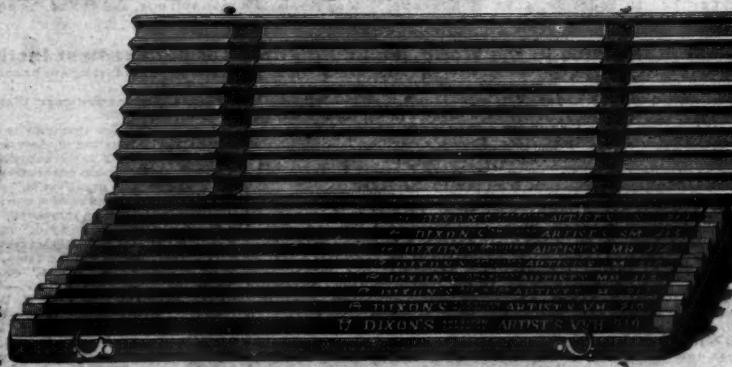
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# AMERICAN JOURNAL OF EDUCATION

*Brown-Chambers, Lac. Chicago.*

Universal Education—The Safety of a Republic.

VOL. XVIII.

ST. LOUIS, JANUARY 9, 1885.

No. 1.

Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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WHY not write to your member of Congress at once, and ask him to vote for the appropriation of \$77,000,000, to help do away with the loss from illiteracy.

THE principal colleges of the United States that had graduates in the last Congress were, Union, 5; Yale, 6; Harvard, 14; West Point, 4; Princeton, 5; Hamilton, 3; Dartmouth, 8; Williams, 3; Amherst, 2; Brown University, 4; Rutgers of N. J., 1; Virginia University, 12; Dickerson of Penn., 6. Total 14 Senators and 54 Representatives.



St. Louis, January 9, 1885.

J. B. MERWIN ..... Managing Editor.  
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On page 4, you find just what your State will get if the Senate bill appropriating \$77,000,000 passes the House of Representatives—as it ought to, early.

THE members of the House of Representatives would pass the Senate bill appropriating \$77,000,000 for education if our three hundred thousand teachers write them, asking them to vote for this measure without delay.

MORE than 500 teachers availed themselves of the very low rates given by the Illinois Central and the Cairo Short Line railroads to visit the World's Exposition at New Orleans during the Christmas holidays. The reports brought back of the extent and magnificence of the exhibition are of such a nature as will send thousands of others to the Crescent city before its close.

THE teachers of the country should set the members of the House of Representatives in Washington all afame with short, pithy, stirring letters, asking for the passage of the Senate bill appropriating \$77,000,000 for educational purposes.

We can furnish at once all the facts and data necessary to convince any unprejudiced mind as to the necessity of national aid to education, and as to the *constitutionality* of this important measure also.

TEXAS sent a splendid and influential delegation of her teachers over the "Sunset Route," to the World's Fair in New Orleans during the holidays.

HOW WOULD THIS DO?

If our three hundred thousand teachers were to each write to the members of the House of Representatives a letter something like the following, it would almost surely result in the passage of the Senate bill appropriating \$77,000,000 for educational purposes:

—, —, 1885.

"HON. JOHN SMITH, M. C., Washington, D. C.:

*My Dear Sir:* In view of the pressing necessity for more money for educational purposes, and especially in view of the fact of a yearly loss from illiteracy of about \$210,000,000 of money, we hope you will find it consistent with your duty not only to vote for the Senate bill appropriating \$77,000,000 for education, but to urge this duty upon others also. Our State will secure about (see page 4,) if the bill passes.

Very truly yours,

—. —. —.

Suppose three hundred thousand letters of like or similar import were poured into the House of Representatives within the next thirty days, and the passage of the bill secured, would any teacher or any other person ever have cause to regret this slight effort? We think not. It *ought* to be done without delay.

THE loss by illiteracy, and the gain by intelligence, is set forth clearly on page 4 of this issue.

IF every teacher, as thousands have already done—and will continue to do—calls the attention of his friends outside the profession, to the great and special value of the Premium we send—post-paid—to every subscriber of this Journal, he will find, that giving, in this case, certainly "doth not impoverish, or withholding make rich." We want ten to get it, where one receives it now. Every teacher can help on the good work.

We only ask for \$77,000,000 to counteract the awful loss from illiteracy of \$210,000,000.

ONE of the leading educators of Arkansas writes, under date of Dec. 20: "Our delegation in Congress is solid for the \$77,000,000 for schools. They are both wise and patriotic. Arkansas needs the \$2,492,880.10 to establish normal schools, and to increase the school term to nine months. If the other educational journals had done a tenth part as much as the *American Journal of Education* has done to enlighten the people on the necessity existing for the passage of this bill, we should have had it passed long ago."

T. C."

WITHOUT earnestness no man is ever great or does really great things. He may be the cleverest of men; he may be brilliant, entertaining, popular; but he will want weight. No soul-moving picture was ever painted that had not its depth of shadow.

WOULD it not be well for the two Senators from Missouri to remember the awful fact so plainly stated by Governor Crittenden, that "Parsimony towards education is liberality towards crime." Missouri needs the \$2,575,978 she would get if the House pass the Senate bill. It seems to us the 10,000 teachers in Missouri should strongly and without delay endorse the action of the Senate by sending petitions with thousands of signatures to the fourteen Representatives the State has in Congress, asking for the passage of this bill.

NEW MEXICO has adopted a new school law. It requires a tax of three mills on the dollar to support public schools for teaching common branches of knowledge; and to maintain a superintendent in each county.

THE loss by illiteracy in this country every year is \$210,000,000 (see page 4 of this issue).

A special investigation was made in fifteen states, of the inmates, to the number of 7,998, of almshouses and infirmaries. Of these, 4,827, or nearly 59 per cent. could not read and write. Ignorance costs. Education pays.

## THE DISTRIBUTION.

We present below the figures as to the amount of money each State will get if the House passes the Senate bill, appropriating \$77,000,000, on the basis of illiteracy for educational purposes. There were 6,239,958 persons above the age of 10 years in the country in the year 1880 unable to write. This would distribute the \$77,000,000 as follows:

Alabama	\$5,348,604.36	Missouri	\$8,576,588.18
Arizona	72,069.35	Nebraska	\$14,233.10
Arkansas	2,494,830.50	Nevada	\$0,310.76
California	659,316.97	N. Hampshire	\$76,424.23
Colorado	129,217.34	New Jersey	\$75,83.35
Connecticut	350,747.24	New Mexico	\$75,205.12
Dakota	59,420.47	New York	\$7,709,845.89
Delaware	5,251.40	R. Carolina	\$7,251,371.04
Dist. of Col'a.	5,000.00	Ohio	\$1,020,960.11
Florida	99,444.30	Oregon	\$1,066,50
Georgia	1,181,43.27	Pennsylvania	\$2,513,53.23
Illinois	1,700,173.77	Rhode Island	\$30,591.33
Indiana	1,376,771.50	S. Carolina	\$1,507,870.61
Iowa	576,146.95	Tennessee	\$5,008,238.25
Kansas	487,127.04	Texas	\$3,007,027.26
Kentucky	4,200,097.87	Utah	\$108,911.26
Louisiana	3,928,753.08	Vermont	\$195,425.85
Maine	273,571.69	Virginia	\$3,110,165.08
Maryland	1,650,558.50	Wash. Ter.	\$47,950.55
Massachusetts	1,473,571.05	W. Virginia	\$1,063,725.01
Michigan	780,320.70	Wisconsin	\$86,376.04
Minnesota	426,291.71	Wyoming	\$6,360.93
Mississippi	1,405,215.63		
Montana	21,064.04	Total	\$77,000,000.00

The bill passed the Senate April 7th, 1884, by the following vote: yeas, 33; nays, 11.

The prospects are good for the passage of the bill by the House of Representatives, if the teachers—everywhere—will pour in the petitions. What a grand recognition of the work our teachers are doing, the passage of this bill would be. What a grand uplift it would give to the whole public school system. Let us have it passed.

## TWENTY STATES.

"NATIONAL AID" to help establish and maintain a school system in all the states nine months during the year is a necessity. This necessity is based upon the fact that a careful examination of the statistics of twenty States shows the following average results:

First. That one-sixth of all the crime in the country is committed by persons wholly illiterate.

Second. That one-third of the crime in the country is committed by persons wholly or substantially illiterate.

Third. That the proportion of criminals among the illiterate class is, on the average, ten times as great as it is among those who have been instructed in the elements of a common-school education or beyond.

Fourth. That the expense imposed upon society to protect itself against a few thousand criminals, most of whom were made such through the neglect of society to take care of their education when young, is one of the heaviest of the public burdens. In the city of New York it is 50 per cent. more than the whole cost of the public schools. As a logical consequence of this neglect of education, the city jails and almshouses are crammed and taxes are high.

The city in its meager provision for education, and its enormous taxation for criminals (to use an old but ex-

pressive adage), "saves at the spigot, but loses at the bung."

What is true of the metropolis of the country, is equally true of every city, town, village, and neighborhood. These facts could be multiplied almost without limit.

The examination of the statistics of criminality and illiteracy in the census of any civilized state or country will give results substantially in harmony with the above.

Ignorance costs. Education pays.

If you looked over the table of contents carefully when you received our Premium, you see at once what a valuable aid and collateral it will be to you in all your future work in the school-room, and out of it. It is as good for your friends as for you. Please call their attention to it also, so that they may secure it now while we can send it so cheaply.

BETTER methods—better wages—better terms, because longer and better results, are the especial points we propose to urge in every issue of this Journal, so that it shall do vastly more for its subscribers and friends this year than ever before.

## THE PEOPLE AHEAD.

A SPECIAL to the St. Louis Post-Dispatch, of late date, says the friends of the Educational bill, which grants some seventy-seven millions of dollars to aid the common schools of the country, are much encouraged by the developments since the return of Congress. "I find," said Rep. Willis, talking of its prospects of passage, "that the bill is much stronger than it was last session. The fact is, that the people are ahead of the members of Congress in this matter."

"The members as they come back tell me that they heard from the failure to pass this bill everywhere."

"This is especially true of the South. They say that the people are talking of it, and demanding its passage there. There are many who were unwilling to vote for it last session who will readily do so this time."

"Do you expect it to pass, then?"

"Yes. I think there will be little opposition to it."

"Will there be much discussion on it?"

"I think not. There is not the time to spare for talk about a measure on which so nearly all are united, as is the case with this. I expect to see the bill a law before the end of the session."

"In the form that it passed the Senate last session?"

"Practically so. I should like to see one or two changes. In the form that it now stands the sum to be distributed in the third year would give more to some of the States than they raised and distributed by taxation for this purpose in the last year, and as this is prohibited by the bill it would

result in making the distribution somewhat unequal, while if the total for that year is slightly reduced, it will obviate this difficulty."

Send on the petitions!

## VALUE RECEIVED.

Our teachers give value received, many times over, for the expense incurred in maintaining the schools. Why not call attention to such well established facts as these in the discussion of these questions. In Pennsylvania, Ohio, and Illinois, three great central States, where self-support is not difficult, one in ten of the illiterates is a pauper, while of the rest of the population only one in three hundred is a pauper. In other words, in those three great central States a given number of children suffered to grow up in ignorance, produce thirty times as many paupers as when given an average common school education.

Let us rebuild the Southern Normal school at Carbondale, Ill. Let us increase both the wages of the teachers, and the length of the school term in Pennsylvania. Let us spend less for whisky in Ohio, and more for schools! Ignorance costs. Education pays.

THE record this Journal has made during the seventeen years of its existence, is aiding the teachers in their work, and the public in better appreciating it, is one of which we feel rather proud.

## LOSS AND GAIN.

DO THE teachers understand fully the value of the service they render the State? Do the school officers understand the value of these services? Do the tax payers understand the real and permanent value of teachers' work in these school districts?

Let us look into this matter a little. From a series of questions sent out by the United States Commissioner of Education, and the answers given, Col. Dexter A. Hawkins, who is an authority on this subject above question, tabulated the results so that the following facts were clearly established—facts which we hope teachers and school officers will use with members of the Legislature when the question of more liberal appropriations come up for discussion this winter.

1. That an average free common-school education, such as is provided in all the States where the free common-school has become a permanent institution, adds 50 per cent. to the productive power of the laborer considered as a mere productive machine.

2. That the average academical education adds 100 per cent.

3. That the average collegiate or university education adds from 200 to 300 per cent. to his average annual productive capacity, to say nothing of

the vast increase to his manliness—to his godlikeness.

By the census of 1880 we had in the United States 4,204,862 illiterate adults—white and colored. A very low estimate.

Now, putting their labor at the minimum annual value of \$100 each (which is far below the average even for farm labor, while the wages of manufacturing operatives, including 15 per cent. of women and children, as shown by the census of 1880, average in the whole country \$445 each per year,) and the annual loss of these persons from the lack of at least a common-school education would be \$50 each. This, for the whole number of 4,204,862, is \$210,000,000 per year—a sum twice as large as the entire annual expenditure for public education in the whole country. This sum—\$210,000,000—is a clear annual loss, not only to these illiterates, but to the community, by reason of their illiteracy.

Ignorance costs! Education pays.

Give us the money to employ more competent teachers, and to continue the schools nine months of the year, and we will put in a class of men and women who will be competent to devise the best methods for doing the most practical work within a given time. We cannot work without "tools to work with," as well as material to work upon. Ignorance costs. Education pays.

MISS EVA DAVIS writes: "Your Premium offer is a grand one. I have read the JOURNAL a long time and it is the best of all. Enclosed please find the money for it for 1885. I want to put all the back numbers of it for 1884 into a library for the school we are starting, as the JOURNAL suggests. Can you send the back numbers for 1884?"

We regret to say we cannot, but we will make the future numbers equally good, if not better. We have published large editions but they are exhausted.

## AHEM!

HAVE you ever suffered from extreme thirst, Colonel?"

"Yes," the Kentuckian replied. "I have. I was in the southern part of Tennessee some years ago on a surveying expedition for the Government, and you may believe it or not, gentlemen, but for three days I hadn't a thing to drink except a pint bottle of furniture polish."

"No water to be had?"

"Yes, there was plenty of water, but when a man is enduring the agonies of burning thirst, he is not going to pay much attention to personal cleanliness."

WHY is twice ten like twice eleven? Because twice ten are twenty, and twice eleven are twenty-two (too).

### "HALF-TIME SCHOOLS."

I HAVE been a great admirer of Edward E. Hale. As a boy, I read his "Scenes from Christian History," and I have generally read with pleasure and profit all that I have since seen from his pen. His article in the November North American on "Half-time Schools," is, however, a great disappointment. It is extravagant enough to be a burlesque; yet Mr. Hale evidently wrote it seriously and deliberately. He sees so much that was really excellent in the former training of a country boy, so much that is really objectionable in the plan of a modern city school, and he is so unacquainted with the latest and best types of boys' schools, that he is lead into a species of injustice to all—overrating the first, and underrating all the others.

While I intend to state plainly some of the fallacies of Mr. Hale's position, and of the position to which his views logically lead, I wish it to be understood that I find much in his article to approve. With him, I plead earnestly for shorter daily sessions for young pupils, and less of the stuffing process for all grades. I believe in training the whole boy, not a part of him; "that a boy or a girl has many things to learn besides reading, writing and arithmetic." I claim that the justification of public education at the public expense, is to be found in this: that in the most effective manner it gives the moral, intellectual, and physical training necessary to enlightened and independent citizenship.

Mr. Hale's paper contains the following fallacies:

1. That, on the whole, schools and school teachers were better in this country fifty years ago than they are now. That Daniel Webster achieved greatness in consequence of the peculiar schooling he received, and not in spite of it.

2. That a teacher who has studied the art of teaching under such leaders as Horace Mann, David Page, J. P. Wickersham, Ellen Hyde, and Anna C. Brackett, is thereby the worse for it, for he has lost his "spontaneity and originality."

3. That all schools are "revolting" to pupils: That nowadays, school is no place for "spontaneous joy." Even in "Sybaris," the boys "get rather sick of it before the three months are over."

4. That the average boy who has twenty-nine weeks of vacation per year, during which he "runs errands," "waits in his father's office" [the average boy's father has no office; he works ten hours a day for another man]; loafing into "town-meetings" [i.e., ward meetings held in saloons]; watches the "smith shoe horses;" learns "how to drive, how to harness a horse, and how to grease an axle" [while associating with the hostler of

a neighboring stable]; and studies and reads "under that good master, himself;" is likely "to learn the value of time, the necessity of punctuality, the need of subordination," and to "acquire modesty and self-control, order and method quite as well as he does at school."

5. That the old idea of school, viz.: "a place for study in reading, writing and arithmetic" is the correct one. That all else in the education of a boy or girl is to be taught and learned somewhere else.

6. That, "of course," "it is clear enough" "without experiment," that such practice affairs as a knowledge of things, tools, and "the processes of handicrafts" cannot be successfully taught at school: such things "are learned more quickly and better at home," or at work.

All the quotations made above are from Mr. Hale's article; I was sorely tempted to italicize several of them, particularly in the fourth fallacy, but I decided that such a flagrant case of *non-sequitur* was not likely to be overlooked.

#### FIRST AND SECOND.

After a single remark I shall leave the first two points to the historians and normal-school men, who have already taken up arms in defence of the school of to-day.

Mr. Hale goes back fifty years to find his ideal school. He may not be aware that within a thousand miles of where I write, there are whole counties proverbially "fifty years behind the times." There one may find short terms of school, and plenty of school masters who are to the manor born, and who retain all their native "spontaneity and originality." All unknown to the rest of the world, they are doubtless training hundreds of Daniel Websters who may yet live to move the center of gravity of American eloquence across the Mississippi.

Thirdly. Mr. Hale's experience with schools must have been peculiarly unfortunate to have produced the doleful impression under which he appears to suffer. Of one thing I am sure, he never saw the bright, cheerful, happy aspect of a manual training school. I should be glad to show him one in full operation, shop, study, drawing, recitation room and all. I cannot quote my "double" as Mr. Hale does Col. Ingham, in support of my assertion, that in such a school the boys are never "sick of it;" that the daily sessions seem to them too short, and the vacations too long; but a few words that I have spoken in *propria persona* will show what actual experience has led me to say.

The program of a manual training school has something to interest and inspire every boy. The daily session is six full hours, and I have never found it too long. The school is not a bore, and holidays, except for the name of the thing, are unpopular. I have been forced to make strict rules to prevent boys from crowding into

the shops and drawing rooms on Saturdays and after school hours. There is little tendency therefore to stroll about looking for excitement. The exercises of the day fill the mind with thoughts pleasant and profitable, at home and at night. A boy's natural passion for handling, fixing, and making things is systematically guided into channels instructive and useful, as parents freely relate."

"Manual exercises, which are at the same time intellectual exercises, are highly attractive to healthy boys. If you doubt this, go into the shops of a manual training school and see for yourselves. Go, for instance, into our forging shop where metals are wrought while hot. A score of young Vulcans, bare-armed, leather-aproned, with many a drop of honest sweat and other trade-marks of toil, stand up to their anvils with an unconscious earnestness which shows how much they enjoy their work. What are they doing? They are using brains and hands. They are studying definitions, in the only dictionary which really defines such words as 'iron,' 'steel,' 'welding,' 'tempering,' 'upsetting,' 'chilling,' etc. And in the shop where metals are wrought cold (which for want of a better name we call our machine shop), every new exercise is like a delightful trip into a new field of thought and investigation."—*Popular Science Monthly*, July, 1884, pp. 350-2.

I venture one other quotation from myself as it bears upon the evil of early withdrawal from school, pointed out by Mr. Hale:

"From the observed effect of manual training upon boys and indirectly upon parents, I am led to claim that when the last year of the grammar and the high schools include manual training, they will meet a much wider demand; that the education they afford will really be more valuable, and consequently that the attendance of boys will be more than doubled. Add the manual elements, with their freshness and variety, their delightful shop exercises, their healthy intellectual and moral atmosphere, and the living reality of their work, and the boys will stay in school. I have seen boys doing well in a manual training school who could not have been forced to attend an ordinary school."—*Ibid.*, p. 349.

Fourthly, as regards the moral effect of vacation work or play.

Mr. Hale's position is so extreme that it almost answers itself. I am as familiar with the fortunate circumstances of a farmer's boy as Mr. Hale. I have tried the school winters, and the farm summers. I know the value of a country training where a fond father is never tired of giving sound instruction and encouraging high aspirations. But the evils of which Mr. Hale complains are chiefly found in city schools; they have small foothold in the country. Now, not one per cent. of the fathers in a great city can command the facilities for teaching what he says every boy ought to learn at home during vacation. Just hear him!

"He must know what a bushel of wheat was when he saw it, and how a blacksmith shod a horse. He must learn the methods of a town meeting. He must know how to milk, how to plow, how to cradle oats, how to drive, how to harness a horse, how to take off a wheel, and how to grease an axle."

It is excellent to be highly accomplished, of course, but could he not

with equal propriety have said this?

"He must know a salmon when he sees it, and how the sailor splices a rope. He must learn the discipline of a ship. He must learn how to dress a fish, how to set, reef, and furl a sail, how to row and scull a boat, how to swim, and how to stop a leak."

The city boy is more likely to learn these than those, yet if he spends his vacation at home three-fourths of his time is worse than wasted. No time is so fruitless of good, so fruitful of evil as the long vacation. The father generally works under such conditions that he can neither employ nor entertain his son during the day. The restraints of home are soon outgrown and the boy is on the street guided by "that good master himself," learning the ways of the world under the worst possible auspices. The opportunities for paid employment are few for boys who must be called off to school in a few weeks. School takes away neither the opportunity nor the necessity for home training. Thirty hours a week is but a small part of a boy's time, and when school is conducted on the best plan there is little need for vacation. I do not see how Mr. Hale's plan could fail to greatly increase the chances of a boy's becoming a "hoodlum" or a "sport."

Fifthly, as to the province of school education. Mr. Hale assumes that it is for intellectual discipline alone, and that this is to be gained by reading, writing and arithmetic. All else, whether music, literature, sewing, drawing, or object lessons, are out of place. When there are so many things, as intellectual as penmanship, and as practical as banking and equation of payments, which every boy and girl should know, is there any good reason for limiting school education to the three R's? Is it any reason that it was so once? When Daniel Webster was a boy, there was not a railroad, nor a telephone, not even a telegraph nor a steamboat in the land. Our present methods of supplying cities with food, with fuel, with shelter, with clothing, were unknown. There was not an armored ship, nor a breach-loading gun, nor a dynamo, in the world, and one-half of the present occupations of men did not exist. Are our schools to be conducted in blissful ignorance of all this? Can the ordinary parent teach his boys how to cradle oats, to make a working drawing, to braze two pieces of iron, to make and temper a chisel, to frame a joint, or to make an electric battery, more readily than he can teach him how to read? It stands to reason that the school should teach the things most generally useful for the children to know, and which can be taught more effectually and economically at school than at home. Let no one sneer at the word "useful;" I give the unpopular word a very comprehensive meaning.

Sixthly, as to manual training.

## ARKANSAS

### American Journal of Education.

J. KELLOGG, Little Rock, Ark. Editors.  
J. E. MERWIN.

#### MORE FACTS.

It does not appear after all that education units people to earn a living. There is no immediate danger of over education. Some of the States complain that they cannot afford the expense of school system running schools' nine months in the year. Very well, let "National aid" be rendered them temporarily. This is especially true of some of the states in the South—and practically true of others—as true of Missouri and Arkansas as of North and South Carolina. Col. Dexter Hawkins says: "The late slave States complain of their inability to pay the expenses of free common schools, and they raised for public education in 1880 only \$10,888,104." Now look at the facts. The amount of the annual loss in these same States, from their labor being illiterate, is at least \$150,000,000. The extra productiveness of their laborers over what it is now, would—had they been educated, as in Maine and New Hampshire—establish and support free common schools nine months in the year for every child of the school age within their borders, and leave a surplus sufficient to support a free academy in every county, and a free college in every State. Ignorance costs. Education pays.

THE incidental discussion pro and con of educational matters which would ensue if all of our three hundred thousand teachers were to sign and send on petitions to Congress to have the Senate bill appropriating seventy millions for educational purposes passed, would tend greatly to get the real facts as to the necessity of this appropriation before the people. Let the petitions pour in. The money is needed.

#### CAN THEY DO THIS?

CAN our teachers fill these requirements on \$30 a month with school terms lasting only three months in the year? That is on a yearly income of \$90, and at the same time attend "Bicknell's Show" at a cost of from \$40 to \$60.

Col. E. B. Henry in his eloquent address of welcome to the teachers of Arkansas said:

"Each individual teacher in this broad land must stand upon the summit of the highest mountain of intelligence, holding aloft the torch of education to guide those who are struggling in the dark valley of error and ignorance below, and invite them up to share with you the same pure atmosphere. Each school house should be impressed upon the minds of our people until they come to regard it as so many intellectual light houses dotted here and there along the shores of the sea of ignorance to prevent

shipwreck and intellectual death. When this is done the silent forces of material nature will yield her hidden wealth in harmony to the skilled touch of her children, the fabric of society be perfected in its strength and the patriotism of, &c., &c."

Can they stand up there, without catching cold, on a salary of \$30 per month, teaching only three months in the year? We doubt it!

#### ALL TRUE.

THE Galveston News says: "It is people that make a country. Our State is broad, fertile and beautiful—it is to a high degree picturesque; but there is nothing of idle fancy or glitter of poetry in its make-up. It is solid of rich resources and beautiful of wealth. It only wants wise heads, appreciative souls, strong wills and sturdy arms to make it burst at once upon the world as the monarch of agricultural and commercial countries. Its fertility is incomparable, its resources illimitable, its magnitude wonderful. Truly its excellencies are indefinable. Come and see!" Texas needs better schools and longer school terms; these will give it "wise heads" and a great people, and make a great State.

CHARACTER is perfectly educated will. He who lives for himself, lives but for a little thing.

ACANADIAN emigrant: "The funds all gone?" shouted the depositor. "Every cent," replied the president. "Are you sure that he left nothing?" "He left nothing but the country."—Portland Advertiser.

BE sure and show our splendid premium to your friends. They, too, will want it, and you can help them secure it now while we can send it so cheaply.

WE are glad to see that the use of tobacco in schools is regarded as an evil by boards of education, and educational men who are doing no little to remove it from our institutions of learning by various means, as well as by school rules and regulations, fully justified by statutes giving school boards ample powers to pass and enforce them.

THE longest railroad in the world is said to be the Union Pacific, over three thousand miles in extent.

WHY is a chicken-pie like a gunsmith's shop? Because it contains fowl-in-pieces.

WHAT dust is most blinding to the eyes? Gold dust.

WHEN is a blow from a lady welcome? When she strikes you agreeably.

PROF. GEORGE COMER, of Camp Point, writes: "Your Premium is just splendid, beside being very useful. It seems to be a condensation of scores of books into one. Every

teacher ought to have it." All of which is true, the premium is "a condensation of scores of valuable books, and every teacher ought to have it, and can get it now by sending early for it.

Miss LYDIA TRIMBLE, from Iowa, writes: "The JOURNAL and premium came safely and promptly to hand. I am greatly pleased with both. The premium is indeed a 'library of universal knowledge' to me and all teachers. With thanks for both, I am—

Respectfully,  
L. T."

WHY is a dog longer in the morning than at night? Because you take him in at night and let him out in the morning.

#### HALF-TIME SCHOOLS.

[Continued from page 5.]  
Every one seems to admit that it is a good thing for a boy to understand the theory and practical use of ordinary tools, to be able to make and read drawings as used in the arts, and to have some cultivation in the graces of form and ornament; the question is, where shall he get these things? Some say in private shops and offices; some say in private schools; Mr. Hale says at home during vacation which is to be extended to twenty-nine weeks per year in order to give time! Mr. Hale assumes that it is clear even without experiment that such things are taught more quickly and better at home than at school. Now, as a matter of fact, most boys don't learn these things anywhere. They are launched into the world imperfectly educated, and of course, strongly prejudiced against what they do not know. Those who learn them in private (commercial) shops and offices do so at great expense. It generally costs an unreasonably long time, a sacrifice of the literary and scientific parts of education, often a sacrifice of wholesome associations; and generally one gets only a narrow manual training after all. Opportunities for manual training at school, public or incorporated, have been very limited in this country, but their experience is most decisive. An experience of over ten years enables me to say, in spite of Mr. Hale, that "such things" can be taught more quickly, more fully, far better, and at much less cost at school than at home. No one who has seen what is accomplished in this direction in a good school can for a moment be in doubt about the superiority of the school method. I have spoken of my own home training on a farm. I learned to plow, to hoe, to shovel, to mow, to grind and whet a scythe, to rake, to chop; but I did not learn to use the plane, the chisel, the file, the forging hammer, nor did I know till I was a grown man that such a thing as draughting existed. My father did not teach these things



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Dyspepsia, General Debility, Jaundice, Habitual Constipation, Liver Complaint, Sick Headache, Diseased Kidneys, Etc., Etc.

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because he did not know them himself. It would have been worth thousands of dollars to him there on his New England farm could his boys have had the education of a manual training school.

I do not say that schools should teach trades, any more than that they should teach banking, or piano playing, or telegraphy. They should only teach principles, and methods, and the use of tools and appliances applicable to a majority of the occupations of American civilization; these they should teach for three reasons: 1. Opening the way to an intelligent choice of occupation; 2. Ensuring success in the chosen occupation; and 3. Raising the intellectual and moral standards of manual occupations.

It is scarcely necessary to add that three hours per day given to manual training (drawing and tool-work) leaves abundant opportunity for literary and scientific training, or that the intellectual development of pupils thus broadly exercised is both wholesome and rapid. If any one thinks that my program has incongruous elements, let me tell him that education hath many things not yet in his philosophy; and if he doubts the real success of such a school as I describe, let him come to St. Louis and see for himself.

C. M. WOODWARD,  
WASHINGTON UNIVERSITY, }  
ST. LOUIS, Dec. 20, '84. }

**SOLID AND FLUID.**

ANNA C. BRACKETT.

In our school days we were certainly led to believe that though matter might exist in three forms, solid, liquid, and gaseous, the solid form was that in which it tended to remain if left to itself. Somehow it used to seem as if the liquid and the gaseous states were accidents. This faith was not of our own creating, for physical science in those days certainly was under the same impression. We are now told, and in fact we know, that the liquid and gaseous states are as natural to matter as the solid state. In fact, it is quite as likely that they are more so, and that it is the solid state which is an accident, and a late accident at that. Whatever may be the order of precedence in the physical world, it is quite certain to any observant teacher that the original and natural condition of mental activity is in a state which corresponds to the state of a gas; that in the school life of a child it can progress only as far as to partake of the character of a liquid, and that it is only in adult life that it can be said at all to have the conditions of firmness, and seeming stability which characterize a solid. Many mistakes, in school work, come from the ignorance or thoughtlessness of the teacher with regard to these facts.

The characteristics of a gas are that its particles are "permanently elastic." It therefore tends to expand indefinitely, and this tendency can be restrained only by enclosing it in some containing vessel, whose form the mass assumes. It is very compressible. It may, by pressure, be condensed into a liquid. It has a "maximum tension," and a "critical temperature," at which it seems suddenly to change the arrangement of its particles. It is extremely sensitive to change of temperature, and it seems to have a "power of motion inherent in its parts."

Now, in reading over this statement of the peculiarities of gases, could we improve it if we wished to characterize the condition of the first knowledge of the child? This consists of a mass of disconnected facts, which seem to manifest, as every teacher will acknowledge, a marked tendency to fly away from each other. It yields to any outside pressure, and will admit any number of contradictory facts and statements. It can be described by no words more fitly than by those which are used in speaking of the creation. It is "without form and void."

The pressure which may be brought to bear on it to change its condition into one of more practical use, is that of school life, and here every teacher again will at once recognize the significance of the expressions: "maximum tension," and "critical tempera-

ture." It must be remembered, however, that this gaseous state is not a bad or objectionable state. It is the proper condition of the mind up to a certain stage, and far more "natural" to it than the liquid or the solid state.

We as teachers, however, have to deal with the gas only as a material. It is our place to supply the proper temperature and pressure which will convert it into a liquid. Some of us do this; some of us do not. The proper temperature and pressure on the gas, produce condensation. We might remark here that, as in physics, there are some gases which will still remain gas in spite of enormous pressure; there are also some minds which all the art of the best teachers cannot succeed in liquifying. Gas may also be turned into liquid by the process of solution. In this process, the mind of the teacher might be likened to the solvent.

But if we are busied with the change of gases to liquids, we are also occupied with the change of liquids to solids. A solid has a certain crystalline constitution which a liquid does not possess. It particles have homes, so to speak, and relations in space. It is quite immaterial to any particle of a liquid in what part of the mass it may reside, but in a solid it is not so, and in the higher developments of solids, as in crystals, there is an invincible principle of order and exact arrangement and relationship of which the liquid has no conception.

Now many of our errors in schools arise from the fact that we do not sufficiently recognize that a liquid is not actually a solid, we also forget that the liquid is potentially a solid. We make the first mistake when we apply to the child's knowledge tests which are applicable only to the knowledge of the adult. Such tests as written examinations for instance. The German critics of English schools understand this, and have already spoken of it. If this inappropriate test be continually applied, we shall produce a distortion. We are trying to treat as solid what, as yet, possesses none of its attributes.

Let me illustrate. When a child goes to work to translate a sentence from some foreign tongue—and I presume also when he first tries to read sentences in his own—his natural way is to find first the meaning of every word in the sentence in the order in which they come, and then to try to put them together. The words float about in his mind as the particles in a liquid, and as they are perfectly indifferent to position, we have the curious translations which so often cause amusement. The brighter and more imaginative the child is, the more ingenious and far-fetched will be the translation. Now when we teach him that he is first to find his subject, no matter where it is, and then the verb and object, we are bringing to bear the

pressure which helps him to solidify his knowledge by getting, at any rate, two or three fixed points for the other particles to cluster about.

Even then his ideas will be fluid, because, the subject having been determined, may be found to have several meanings, and he must be taught that he cannot decide on any one till he knows the meaning of the verb. Here the same difficulty will present itself, and it is just in this suspension of the judgment till the *relation* of the parts shall decide the doubly uncertain question, that we find the beginning of the proper solidifying process. Every written examination that we give to a child whose mind is in the liquid state, retards or helps altogether to prevent the normal process, and to produce an appearance of knowledge where there is none; for knowledge does not consist in the amassing of unrelated facts. Knowledge, which is worthy of the name, subsists only in the regions of relativity. Into that region it is our business to conduct the child-mind. There is the region of solidity. There only is the knowledge which is power.

This subject is deserving of elaboration, as it is far too wide reaching to be properly treated in a newspaper article. It may serve, however, as a suggestion, and if it shall in only one case, prevent the applying of the stiff written examination test to the fluid knowledge of a child, it will have answered its purpose.

**WHY is a kiss like a sermon?** Because it requires two heads and an application.

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**WHY is the map of Turkey in Europe like a dripping-pan?** Because there is Greece at the bottom.

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"Kidney-Wort cured me from nervous weakness &c. after I had given up hope." Mrs. M. B. Goodwin, Ed. Christian Monitor Cleveland, O.

**Have you Bright's Disease?**  
"Kidney-Wort cured me when my water was just like chalk and then like blood." Frank Wilson, Peabody, Mass.

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"Kidney-Wort cured me of chronic Liver Disease after I prayed to die." Henry Ward, late Col. 9th Nat. Guard, N. Y.

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"Kidney-Wort (1 bottle) cured me when I was so lame I had to roll out of bed." G. M. Tallimage, Milwaukee, Wis.

**Have you Kidney Disease?**  
"Kidney-Wort made me sound in liver and kidneys after years of unsuccessful doctoring. Its worth \$10 a box." Sam'l Hodges, Williamson, West Va.

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"Kidney-Wort causes easy evacuations and cured me after 16 years use of other medicines." Nelson Fairchild, St. Albans, Vt.

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# TENNESSEE

## American Journal of Education.

W. E. BELL, Nashville, Tennessee. { Editors.  
J. B. MERWIN .....

IS IT not time something more effective was done for the school interests of this State? Let the House of Representatives pass the Senate bill appropriating seventy-seven millions without delay, and the schools can be carried on—the teachers paid—and a new era of prosperity will be inaugurated at once.

IT may be said without the fear of successful contradiction, that it is a general law of modern civilization, that an illiterate person is from twenty to thirty times as liable to become a pauper and a charge upon the public as is one with an average common-school education; and that the annual loss to the community, in the United States, in the productive power of the illiterates, and in the support of paupers, made such by illiteracy, is nearly if not quite equal to the amount that would be required to establish and maintain a free common school the year around in every State in the Union, amply sufficient for the whole fifteen millions of the school age in the United States.

THE key to self-support is education. Money and labor invested in education, are capital invested in such a manner that the principal is absolutely safe, and the income large, sure and promptly paid. Our teachers furnish the "key to self-support."

### DIDN'T KEEP IT.

WELL, Mr. Slickers," said the doctor, to a patient he had not seen the day before, "how are you getting along?"

"Nearly starved to death."

"Why, didn't you have oysters?"

"No, I couldn't get them the way you said, and I was afraid it would be dangerous to eat them any other way."

"Why that's odd. Couldn't get stewed oysters?" I told you you could eat stewed oysters with impunity."

"That's just it. I could get the stewed oysters easy enough, but I sent to all the restaurants in the neighborhood for the impunity, and the blazed fools said they never had such a thing on the bill of fare."

[If Mr. S. had subscribed for this Journal, and secured our Premium he would have found it in both. Poor fellow!]

WHAT is the difference between a school-master and a railroad conductor? One trains the mind, and the other minds the train.

LET there be a pull all along the line for municipal suffrage for women.

The granting of this is plainly in the power of State Legislatures.

### A CRY FROM MACEDONIA.

"Come and help us."

The following letter from the Orient surprised and gratified us, as indicating that the AMERICAN JOURNAL OF EDUCATION is known in far distant climes. It now enters the very land of the conquering Alexander, and bids fair to spread its influence there, as a potent factor, in the upward progress of that far-off people.

Here is the letter:

SOPHIA, BULGARI, Nov. 22, 1884.

Editor AMERICAN JOURNAL OF EDUCATION.

St. Louis, Mo., U. S. of America.

GENTLEMAN:—A few teachers have asked me for an AMERICAN JOURNAL OF EDUCATION. I find only yours. I should feel much obliged for a few sample copies. Yours truly,

GEO. N. VITANOFF.

We send them with pleasure.

Education includes religion, morality, and knowledge. A school is an organized community, as much a personal, a corporal entity as a township. It has its citizenship, and its obligations. It is there the child has its first experience in association with his fellows, with his peers. There are the same struggles, and passions, and ambitions, and temptations, and the same demand for observance of law, restraint from evil, and reverence for truth as in the larger and wider community for which he is fitting himself. That is its great recommendation. It is the training school of the embryo citizen for his citizenship.

### A FINE METHOD.

WE do not remember to have seen anything better than the following method for the study of HISTORY.

Certainly it is very suggestive and must be welcomed by all our teachers:

1. The teacher should examine the subject of history from three points: 1. What am I to teach? 2. Why am I to teach the subject? 3. How am I to teach the subject?

2. An intelligent consideration of the above questions in the order stated will greatly assist the teacher in presenting the subject to his class. The consideration of the first subject leads to the following topics:

a. What is the nature of the subject in itself considered.

b. What are its limitations—in time and space.

c. How related to and distinguished from other subjects.

d. Viewed as a whole, what are the parts which compose it?

e. What is the relation of the whole to the parts, and of the parts to the whole?

f. Periods, epochs, eras, etc., each defined.

- g. The objective view of history.
- h. The subjective view of history.
- 3. Definitions and comparisons.
- a. What is General history.
- b. What is U. S. History.
- c. Compared with the history of other nations, how does it differ. 1. Completeness of the records of the birth and growth of the United States.
- 2. Origin in the broad light of civilization.

Ends or Objects to be Obtained by the Study.

- 1. Knowledge.
- a. Value as a mental discipline.
- b. Vast fund of information.
- c. Assistance in the acquisition of other knowledge.

d. Discrimination as to what is important.

2. Use to which the knowledge is to be put.

- a. To be made real by association of places.
- b. Gradual development of causes into results.

c. To be studied as cause and effect, viz: Viewed as a cause, what effect does it produce? and as an effect, what cause produced it?

d. Moral instruction.

- a. Influence of noble deeds and characters.

b. Mistakes of men as effecting themselves and subsequent history.

c. Effects of treachery and crime on character.

d. The cost of liberty and peace of to-day.

4. Use to the citizen.

- a. In the information it gives him of the past.

b. In the cultivation of a spirit of patriotism.

c. In a knowledge of rights and duties, etc.

d. In the appreciation it gives him of an honest administration of affairs.

e. A guide in the choice of officers.

The increased circulation of the AMERICAN JOURNAL OF EDUCATION among the teachers, and the people, will help matters materially.

Prof. N. L. Eagleton says the *Journals* and the premiums came duly to hand. We are greatly pleased with them. They are all, and more than we expected, and exceed your recommendations by far. The *Journal* is strong, practical, and helpful to every teacher. I send a list of names for the *JOURNAL*.

A TRUTONIC friend ran a foot race and lost it, but ran again and won. He said: "I'm first at last if I was behind before."

TOBACCO destroys the memory, unites one for thought, for study and for business. A man who uses tobacco will agree to do a thing one minute and never think of it again. His memory is treacherous; his mind as well as his body is dyspeptic, tremulous and disabled."

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**COLORADO.**

COLORADO wheels into line as will be seen by the following letter. We hope every teacher in the State will get our splendid premium, now while we can send it to them so cheaply.

**EDITORS AMERICAN JOURNAL OF EDUCATION,**

Gentlemen: The JOURNAL and World's Cyclopedias please me so much and are altogether so useful that I feel that no teacher should be without them, and I am determined to use my influence to have my friends secure them without further delay.

As for the premium it far surpasses my expectations. The more I read of both the JOURNAL and the Cyclopedias the better I like them. It is a book that should be in every family too. I wish to suggest also that you have a self-binder for the JOURNAL so it can be preserved for ready reference. I am sure your subscribers would be glad to order them. Colorado you know works for a definite course of study in the ungraded schools, as laid down in the Report of State Supt. Hon. Leonidas S. Cornell.

We are doing our best out here on the borders, and we find your Journal a great help.

HARRY GRANT.

DELTA CO., COLO. Dec. 20, 1884.

**HOW TO USE GLOBES.**

THE following will be found to be among the most useful and practical methods or exercises to show the use and value of a Globe in the school.

1. The earth as a planet.
- a. Size, compared with size of sun and other planets.
- b. Distance from the sun.
- c. Relative distance, as compared with other planets.
- d. Time of revolution around the sun.
2. Annual motions of the earth.
- a. The Ecliptic and the Celestial Equator.
- b. The Equinoxes.
- c. The Solstices.
- d. The cause of the change of seasons.
- e. Comparison of seasons north and south of the equator.

3. Diurnal motion of the earth.
- a. The cause of day and night.
- b. The cause of inequality of day and night.
- c. The periods of longest and shortest days.
- d. The transit of the midnight sun seen in polar regions.
4. The Zones: the boundaries of each; how determined; the width of each.
5. Time: Sidereal time; solar time; mean solar (clock) time.

Exercises to Accompany the Use of the Lunar Tellurian.

**THE MOON.**

1. The size of the moon.
2. Distance from the earth.
3. Time of revolution around the earth.

4. Time of rotation on its axis.
5. The moon's orbit; nodes.
6. Motions and phases.
- a. The new moon: direction of the horns.
- b. The first quarter.
- c. Gibbous phases.
- d. The second quarter—full moon.
- e. The third quarter: direction of the horns.
- f. The dark moon.
- g. "Running" high and low.
- h. "Wet" and "dry" moons—inclinations of crescent.
- i. The "harvest moon."
- j. The "hunter's moon."
- k. The moon's variations in the time of rising. Their cause.
- l. Eclipses. a. Solar. b. Lunar. c. Kind—total, partial, annular.

**NEBRASKA.**

THIS State pours her corn and wheat into St. Louis as the people find this the best market and the teachers pour their subscriptions in also for the AMERICAN JOURNAL OF EDUCATION and secure the splendid premium offered. Prof. A. W. Vendunin, Superintendent of Saunders Co., says in sending in subscribers, I like the JOURNAL very much and the premium is "a valuable hand book for both the teacher and the farmer and school officer. It is *mutuum in parvo*.

Miss Carrie Chapman, of Gage Co., Neb., writes us, "I find the JOURNAL such a help in the school-room and out of it that I shall do all I can to increase its circulation. The premium is well worth five times the price, to any teacher.

Miss Della Brown, of Swift, Neb., writes, "The JOURNAL and premium came promptly. Either one—the Cyclopedias or JOURNAL is worth to any teacher double the money paid. The valuable 'methods' given in the paper are a great practical help."

Prof. G. T. Spreecher, of Neb., says, "The JOURNAL and premium received I confess I do not see how you can give so much for so little.

**PENNSYLVANIA.**

EDITOR AMERICAN JOURNAL OF EDUCATION.

THE Lehigh County Teachers Institute was held in the Court house, Allentown, Pa., during the week commencing Dec. 8. It was the best one held yet in Lehigh Co. Including the teachers of the city of Allentown, there are 326 teachers in the county, and every one was present, a thing which never occurred before in this county, and I doubt whether it was the case in any other. The interest exhibited by the teachers, and others, in the proceedings of the Institute, tends to encourage the officers to even greater efforts in the future. The only trouble hereafter will be to find a larger room to accommodate the teachers, and others who take

an interest in the education of our youths. The instructors were Dr. N. C. Schaeffer, Principal, K. S. N. S. Kirtzton, Pa.; Prof. T. E. Ballier, Cook Co., Ill. Normal School; Prof. G. E. Little, Washington, D. C.; Dr. A. R. R. Horne, Allentown, Pa.; Prof. Kamp, K. S. N. S.; Dr. E. E. Higbee, State Supt. of schools of Penn.; Prof. S. M. Phillips, of West-Chester Normal School. The lecturers were Col. L. T. Copeland and Prof. T. E. Ballier.

**A. H. K.**

It is stated that Pennsylvania has 3,846 post offices—more than any other State in the Union, New York coming next, from which it would seem that William Penn is still in the van of the marching column.

If our friends in Pennsylvania will write to the chief clerk of the State Superintendent in INDIANA they will get some very valuable hints and suggestions on the matter of *grading* country schools. His address is Indianapolis, Ind. He has probably done more in this direction than any other person, and has solved this problem in a practical way.

Supt. Snyder, of CARBON Co., says: "Our directors have lengthened the school term from five to six months. Weatherby district has increased the number of its schools from eight to ten. All examinations have been held and the schools are all supplied with teachers."

DON'T haggle about twenty or thirty dollars a month *more*, as compensation to a competent, cultured man or woman as a teacher for your children. Incompetency and narrowness mars and hinders and cripples intelligence and culture, and character illuminate and inspire and broaden. These are the qualities most needed in a teacher. You cannot command these qualities on low wages and short terms.

WE have not seen a better example of the concise form of expression common to the real Western American than the answer of the man of the Sierras, who, when asked about the character of a neighbor, replied: "Mister, I don't know very much about him; but my impression is that he'd make a first-class stranger."

IT is said an Irish woman, during the last campaign, who had sold her husband's vote, went with him to the ballot-box, and guided his hand in depositing it in the ballot-box in his drunkenness, and no one thought it was improper.

**IMPORTANT!**

When you visit or leave New York City via Grand Central Depot, save baggage, expressage and carriage hire, and stop at the GRAND UNION HOTEL, opposite said depot. SIX HUNDRED elegant rooms fitted up at a cost of \$1,000,000; \$1 and upwards per day; European plan; elevators; restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

**WHAT IS CATARRH?**

[From the Mail, (Canada,) Dec. 15.]

Catarrh is a mucous-purulent discharge caused by the presence and development of a vegetable parasite in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: morbid state of the blood, as the blighted corpuscle of tubercle germ poison of syphilis, mercury, toxoxoma, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and other poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in a constant state of irritation, ever ready for the deposit of the seeds of these germs, which spread up the nostrils and down the fauces, or back of the throat, causing ulceration of the throat; up the esophagus tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to cure this distressing disease by the use of inhalants, medicated vapors and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucous tissue.

Some time since a well known physician of 40 years' standing, after much experimenting, succeeded in discovering the necessary combination of ingredients which never fail in absolutely and permanently eradicating this horrible disease, whether standing for one year or forty years. Those who may be suffering from the above disease, should, without delay, communicate with the business managers.

MESSRS. A. H. DIXON & SON,  
305 King St. West, Toronto, Canada,  
and inclose stamp for their treatise on Catarrh.

What the Rev. E. B. Stevenson, B. A., Clergyman of the London Conference of the Methodist Church of Canada, has to say in regard to A. H. Dixon & Sons New Treatment for Catarrh:

OAKLAND, ONT., CANADA, March 17, '83.

MESSRS. A. H. DIXON & SON:

DEAR SIR: Yours of the 13th inst. to hand. It seems almost too good to be true that I am cured of Catarrh, but I know that I am. I have had no return of the disease, and never felt better in my life. I have tried so many things for Catarrh, suffered so much for so many years, that it is hard for me to realize that I am really better.

I consider that mine was a very bad case; it was aggravated and chronic, involving the throat as well as the nasal passages, and I thought I would require the three treatments, but I feel fully cured by the two sent me, and I am thankful that I was ever induced to send to you.

You are at liberty to use this letter, stating that I have been cured by two treatments, and I shall gladly recommend your remedy to some of my friends who are sufferers.

Yours, with many thanks,  
REV. E. B. STEVENSON  
Send stamp for descriptive pamphlet.

We do not find it necessary to travel the country quacking, in order to dispose of our remedy; we do our business at home only, and we ship to all parts of Canada, United States and Great Britain. This, to a thinking person, should be a substantial proof that our remedy is all that we claim for it.

OBSERVE.—Our remedy is easily applied—it is used only once in 12 days, and its application does not interfere with business or ordinary duties. We give every case our special attention.

**None Genuine Without Our Signature.**

Our New School Aids are the best and cheapest system for conducting schools in good, quiet order. Each set contains 150 pretty chromo credit cards, 50 large, elegant, chromo merit cards, and 12 large elegant artistic chromo excelsior cards, price per set \$1; half set, 60cts. 500 new designs brilliant artistic chromo school reward, excelsior merit, credit, diploma, birthday, Easter, friendship remembrance, address, visiting, Christmas, New Year, scripture and gift cards at 5 10, 20 and 25c. per dozen. Large set samples 15c. If you do not care to order samples, send any amount you wish; stating number and kinds of cards wanted, and we will certainly please you. Price list, order blanks, return envelopes free. All postpaid by mail. Stamps taken. Please send a trial order.

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## ILLINOIS.

### American Journal of Education.

E. N. ANDREWS, Chicago..... Editors  
J. B. MERWIN.....

## ILLINOIS.

We find the following interesting figures in the advance sheets of the report of Hon. Henry Raab, State Superintendent, and take pleasure in calling special attention to the

**INCREASE OF WAGES,** paid the 19,879 teachers in this great State, who are doing such a grand work for the people. There was an average increase of \$44.41 paid to every gentleman teacher in the State, and an average increase of \$26.44 paid to every lady teacher in the State in 1884 over 1882.

These facts show some of the good results secured by circulating this Journal more liberally among the tax payers, showing as we do, the value and necessity of the work our teachers are doing. There are it seems 1,069,274 children of "school age" in Illinois, ranging in age from 6 to 21 years. There are 728,681 pupils enrolled in the public schools, a gain of 15,250 in two years, and 75,821 in the private schools, a gain of 8,441. Compared with the gain in the school population, this increase shows that less than one-half of the new school population has entered the public schools. The aggregate enrollment in public and private schools of 804,502, shows that 264,772, or nearly one fourth of the population of school age is not enrolled at all. There were 308 new school houses erected in 1884. There are 6,714 male teachers, and 18,183 female teachers employed, a total of 19,897. They were paid average salaries of \$468.60 for males, and 377.80 for females in 1882, and \$513.10 for males and \$404.40 for females in 1883 and 1884. This increased the aggregate of the teachers pay roll from \$4,985,760 to \$5,840,473. The total receipts for school purposes increased from \$8,119,860 to \$9,387,101.

Although there were only two hundred new teachers added to the force employed, the attendance at the teachers institutes increased from 6,712 teachers to 11,406, because of a change in the school law by the Legislature, making fees paid to the State for examinations for teachers certificates applicable to the expense of conducting the teachers institutes. The average daily attendance of the graded school pupils was 79 per cent, and of the pupils in the ungraded schools is 57. The tuition of the pupils cost the State an average amount of \$11.89 per annum in graded schools, and \$11.85 in ungraded schools.

The Superintendent recommends to the General Assembly the urgent necessity for an immediate appropria-

tion to rebuild the Southern Illinois Normal School, destroyed by fire at Carbondale last winter, and in this recommendation he is very strongly sustained by those who are at all familiar with the great good accomplished by this institution. Year after year it has been a growing intellectual and moral force, uplifting and upbuilding the State in all the interests of a higher civilization.

Mr. J. N. Matthews in the *Current* of Dec. 13, says :

I sing of a land of peace and light,  
Of labor, love and liberty;  
A land wherein the prophet's sees  
The dawn of progress infinite.  
• • • • •  
A free born people proud and great,  
With heart and hand to do and dare;  
With strength to fashion, firm and fair  
The fabric of the growing state.

If our public schools are to educate the community into the most useful citizenship, they will not do it by a partial and one-sided course, which reaches them through books and lectures only. Every man is the better educated if he knows how to work with his hands, whether he is to earn his livelihood thereby or not.

Mr. J. W. Greathans, of Mt. Carmel, Ill., writes, "The premium came safely. There is always some one helping us. If every teacher would secure it while they can get it so cheaply and easily it would greatly advance the educational interest and intelligence among the masses in the State. We wish every school officer in Illinois would read the AMERICAN JOURNAL OF EDUCATION. We suggest to teachers to loan the paper for this purpose."

## SPELLING BY SOUND.

A RITE suite little buoy, the sun of a grate kernel, with a rough about his neck, flue up the rode swift as a deer. After a thyme he stopped at a gnu house and wrung the belle. His tow hurt hymn and he kneaded wrest. He was two tired to raze his his fare, pall face. A feint mown of pane rows from his lips. The made who herd the belle was about to pear a pair, but she through it down and ran with awl her mite, for fear her guessed wood knot weight. Butt, when she saw the little won, tiers stood in her eyes at the site. "Ewe poor deer! Why due' you lye hear? Are yew dyeing?" "Know," he said, "I am feint to the corps." She boar him in her arms, as she aught, too a rheum where he mite be quiet, gave him bred and meat, held cent under his knows, tide his choler, rapped him warmly, gave hymn some suite drachms from a voil, till at last he came fourth hell as a young horse. His I shown, his cheek was as red as a flour, and he gambled for a hole our.

WHAT is the worse seat a man can sit on? Self-conceit.

## A SUGGESTION.

WHAT do you think of it? It is this: that the school directors buy the necessary text-books at the expense of the district, at the lowest wholesale rates, and supply the schools gratis; the books to be carefully preserved, and returned when the children leave the school, or have got through with them. This has been the practice in the public schools of Philadelphia, almost from time immemorial, and it is also the plan adopted with approval in not a few districts in various parts of the State of Pennsylvania. It effects a large saving in cost, and, so far as we can learn, is very satisfactory. Where it has been given a fair trial under favorable conditions, they would not have it otherwise.

Text-books are as essential a part of the appliances of the school-room as fuel and furniture—as maps, globes, charts and blackboards—and in the nature of the case there is no reason why they should not be classed in the same category, and paid for out of the same fund.

Is there?

What do you think of it?

THE city of Chicago now claims to have a population of 629,985, an increase of 126,681 in the past four years or nearly 25 per cent. It is estimated from reliable sources that St. Louis has now 438,152 inhabitants, a gain of 87,630 in four years, or nearly 24 per cent.

INDIANA spent last year over \$1,000,000 for public schools and employed 6,000 women as teachers at an average monthly salary of \$35.80; too low—and 1,000 men at average monthly salary of \$57.40.

WHILE both houses of Congress are in session, 750 persons are employed in and about the national capitol to wait on the members. The aggregate daily salary of members is \$10,000.

YALE and Harvard Colleges have so changed their course of study as to make English language and English and American history more important than Greek and Latin. The Michigan University last year had 1,400 students, 200 of whom were women. The faculty of this University has two women among its faculty. The school teachers in the State of Vermont are prohibited from using tobacco.

CIVIL engineers have recently estimated that the flow of the Niagara river is 275,000 cubic feet per second, and the fall, 65 feet above the rapids and 165 feet at the falls, total of 230 feet, or equivalent to 7,200,000 horse power. Nearly all this power can be utilized for factories and for generating electricity without maring the scenic effect. A movement for using this power has been inaugurated.

## Twin Foes to Life

Are Indigestion and Constipation. Their primary symptoms are among the most distressing of minor human ailments, and a host of diseases, speedily resultant from them, mutually aggravate each other and assail at once the whole machinery of life. Nausea, Foul Breath, Sour Stomach, Dizziness, Headaches, Bilious Fever, Jaundice, Dyspepsia, Kidney Diseases, Piles, Rheumatism, Neuralgia, Dropsey, and various Skin Disorders, are among the symptoms and maladies caused by derangement of the stomach and bowels.

## A Thorough Purgative

medicine is the first necessity for cure. Then the cathartic effect must be maintained, in a mild degree, just sufficient to prevent a recurrence of costiveness, and at the same time the liver, kidneys and stomach must be stimulated and strengthened.

## Ayer's Pills

Accomplish this restorative work better than any other medicine. They are searching and thorough, yet mild, in their purgative action. They do not gripe the patient, and do not induce a costive reaction, as is the effect of other cathartics. Withal, they possess special properties, diuretic, hepatic and tonic, of the highest medicinal value and

## Absolutely Cure

All diseases proceeding from disorder of the digestive and assimilatory organs. The prompt use of AYER'S PILLS to correct the first indications of costiveness, averts the serious illnesses which neglect of that condition would inevitably induce. All irregularities in the action of the bowels—looseness as well as constipation—are beneficially controlled by AYER'S PILLS, and for the stimulation of digestive organs weakened by long-continued dyspepsia, one or two of AYER'S PILLS daily, after dinner, will do more good than anything else.

## Leading Physicians Concede

That AYER'S PILLS are the best of all cathartic medicines, and many practitioners, of the highest standing, customarily prescribe them.

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## TUTT'S PILLS

### 25 YEARS IN USE.

The Greatest Medical Triumph of the Age!

## SYMPTOMS OF A TORPID LIVER.

Loss of appetite, Bowels costive, Pain in the head, with a dull sensation in the back part, Pain under the shoulder-blade, Fullness after eating, with a disposition to exertion of body or mind, Irritability of temper, Low spirits, with a feeling of having neglected some duty, Weariness, Dizziness, Fluttering at the Heart, Dots before the eyes, Headache over the right eye, Restlessness, with fitful dreams, Highly colored Urine, and

## CONSTIPATION.

TUTT'S PILLS are especially adapted to such cases, one dose effects such a change as to astonish the sufferer.

They Increase the Appetite, and cause the body to Take on Flesh, thus the system is nourished, and by their Tonic Action on the Digestive Organs, Regular Stools are produced. Price 25c. 44 Murray St., N.Y.

## TUTT'S HAIR DYE.

GRAY HAIR OR WHISKERS changed to a GLOSSY BLACK by a single application of this DYE. It imparts a natural color, acts instantaneously. Sold by Druggists, or sent by express on receipt of \$1.

Office, 44 Murray St., New York.

Pensions to Soldiers & Heirs, Send stamp for Circulars, Col. L. BINGHAM, Attn'y, Washington, D.C.

30-17-6

## KENTUCKY.

EDUCATIONAL interests are growing in this old commonwealth. It was a misfortune that the paper *Kentucky Educator* could not be sustained, but our old friend Col. Allen is too much of a matinot to succeed as an editor. At the head of a Military Institute he is unsurpassed, and as a friend, as genial and bright and royal as a June day.

Kentucky sadly needs "National Aid" to place her public school system on a proper basis. There are over 6,000 teachers in Kentucky. Teachers who are doing faithful, efficient work for the best interests of the State.

A correspondent of the *News* states in answer to Senator Beck's uncalled for attack on the appropriation of seventy-seven millions for educational purposes by the Senate, that there are 214,000 white persons in Kentucky who cannot read or write, and, too, that the large majority of the white children of the State are being educated by teachers, the greater part of whom are paid about eighteen dollars per month, and the schools are only open from three to ten months of the year.

Kentucky is able and should pay her teachers more liberally, and the schools with such a state of facts as above indicated, should continue nine months during the year.

THE whole number of Post Offices in this country on June 30, 1884, was 50,017.

THE teacher in one of the schools was a little crochety the other morning and made the girls stand around a little livelier than usual. One of the little misses who had been uprised, exclaimed to her companion: "Never mind Cleveland is elected and she'll be turned out!"

THE greatest increase in Post-Offices last year in any of the States and Territories was 156 in Texas.

## HORSFORD'S ACID PHOSPHATE. Admirable Results in Fevers.

Dr. J. J. RYAN, St. Louis, Mo., says: "I invariably prescribe it in fevers; also in convalescence from wasting and debilitating diseases, with admirable results. I also find it a tonic to an enfeebled condition of the genital organs."

Time is money, and the outlay for a box of Esterbrook's Pens is both time and money saved. All stationers keep them.

PRICKLY ASH BITTERS is an un-falling specific for all complaints arising from a derangement of the functions of the liver. It purifies the blood and infuses new life into the invalid. Pains in the side, general uneasiness, loss of appetite, headache, bilious attacks, &c., &c., are sure indications that a corrective is needed. PRICKLY ASH BITTERS is especially adapted for these complaints. It arouses a torpid liver to action and restores it to a healthy condition.

As one having used Ely's Cream Balm I would say it is worth its weight in gold as a cure for Catarrh. One bottle cured me.—S. A. LOVELL, Franklin, Pa. (See adv't.)

## ON THE RIGHT TRACK.

OUR teachers seem to be getting hold of the real value of this journal and the splendid premium we send postpaid to every subscriber.

Here is an interesting letter bearing upon these topics and others of equal interest:

SMITHSVILLE, Mo., Nov. 21, '84.

J. B. MERWIN, Managing Editor  
AMERICAN JOURNAL OF EDUCATION:

*Sir:*—I have received the Encyclopedia given with the JOURNAL as premium, and consider it as a valuable accession to my list of books. I have long been in want of just such a book, but have never felt able to secure it until your splendid offer placed it within easy reach, and I at once availed myself of the opportunity. I would not be without it for five times its cost. I am anxious to place both the JOURNAL and the cyclopedia in every family in my school district.

Our Teachers are holding Township Institutes in this (Clay) county monthly, and we find them very profitable, more especially to the teachers. We are enabled to do better work in our schools, and not only that, but secure more aid from our patrons. So far they have proven to be highly interesting to teachers, school officers, parents and children. Clay county schools, as a general thing, rank with the best in the State. Our teachers are wide-awake and fully up to the standard of progress. Clay has been one of the few counties in Missouri that has kept pace with the progress of school methods, and have thus, by her normal institutes placed herself on an equal footing with the very best of school systems.

These Township Institutes should not be under-estimated and their importance both to the teacher and parent is of great moment. They will be the means of bringing parents, school officers and teachers into closer union. They are the means of enabling School Boards to make better selections of teachers; for, as a rule, our best teachers are the ones who attend these institutes, and our School Boards have not failed to make this discovery, and hence have profited by it. We would suggest to those counties where such Institutes are not held, that they at once organize and enter into the work, and rely upon it both parents and teachers will be materially benefitted. You will reap the reward of better schools and thus secure better teaching for your pupils.

Respectfully,  
JOHN F. JUSTUS.

IT certainly can do no harm to prick some of the bubbles in the scheme for "Half-time schools," as set forth in an article in a late number of the *North American Review*. Prof. C. M. Woodward, of the Manual Training School of Washington University, seems fully equal to the emergency.

Teachers wanting positions, send for "The Educational World." Address "Modern Teacher's Supply Company," Logansport, Indiana.

## Brockway Teachers' Agency,

## TIMES BUILDING, CHICAGO.

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66 DOLLARS a week in your own town. Terms and \$6 outfit free. Address H. HALLATT Co., Portland, Maine.

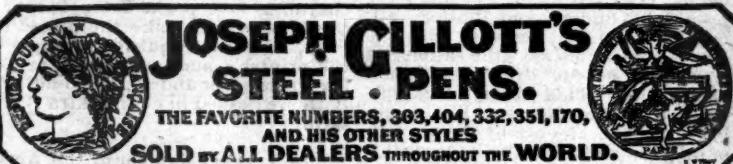
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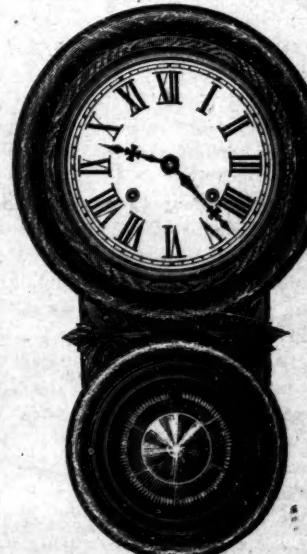
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## THE YOUNG CITIZENS.

THE educational field for each scholar is very large, and should be comprehensively kept in full view in order to meet the rightful demands of the age for the development of the best style of citizenship.

The citizen is to be a member of society in all the relations of child and parent, of neighbor and of friend, in order to fulfill the Golden Rule.

The citizen is to be an active factor in politics, the proper management of all political interests and responsibilities.

The citizen is to be the subject of law, voter, juror, and all, actively obeying all good laws and intelligently modifying all defective laws, for the source of power is the sovereign people.

The citizen is to be a financier, earning, spending, saving, investing, giving, bequeathing, as a wise steward of his means.

The citizen is to be the possessor of morals, embodying and imparting good morals, as a living example of the virtues that constitute noble manhood.

The citizen is to be the steadfast and effective pillar of religion, inspired by its truths, and strengthened by its divine and eternal results.

To secure such results and in the highest degree of which the individual is capable, every scholar should be educated to the fullest harmony and culture of body and mind and soul.

As Lieut. Maury's charts and "Sailing Directions" have conferred an inestimable benefit on commerce, so the teacher should proceed on the best plans and methods in guiding the course of his young, confiding, inexperienced navigator, warning him of dangers, and pointing out clearly the best and safest course.

As it is a trait or attribute of God, to "see the end from the beginning," so should the teacher comprehend the object and end of all school duties—viz., the highest style of citizenship, not less clearly than the tutors of a crown-prince comprehend the purpose of all their efforts, and press steadily towards it, under the responsibility of promoting the welfare of the mighty realm over which the prince may become the ruler—nay, even more earnestly, because the children here are absolutely certain to become the rulers in the next generation, when the adults have died and gone to their award.

Whatever force the other and many forces of education may contribute and exert, the most powerful of all is the school; more powerful than the family, more powerful than the community, more powerful even than the church. If you doubt it, study the history of education, its vast results, and its constantly augmenting volume of manifold power in all the modern world. If you doubt it, study the

biography of the chief men who have been the benefactors of the human race from Plato onward to the present hour, and from Plato backward to the earliest limits of authentic history,—the noblest statesmen, patriots, and philanthropists in every age.

We spend many millions to educate our children, for they are worth it—well worth all that can be done to qualify them for the duties of American citizenship. The time is short. The work is all important. The educators should use all possible means to the best advantage,—"the star of empire" has risen with beneficent and, we trust, perpetual light on this great nation, whose future destinies are now being shaped, moulded, glorified, by the school-room work of every day and hour. "As is the teacher, so is the school," we may add: "As is the school so will be the new nation."

L. W. HART.

## THE MONEY IS NEEDED.

THE members of Congress in Washington, District of Columbia, are the servants of the people, elected to carry out the views and wishes of the people. The people want the children educated. It takes money to do this. There is such a surplus in the U. S. Treasury, that the Senate passed a bill appropriating \$77,000,000 for educational purposes. On page four we give the exact figures as to the amount each State will secure, if the House of Representatives pass the Senate bill. We hope not only every teacher, but every friend of education in the United States will write to members of Congress, asking them to vote for this bill. The money is needed, and can be had now, if teachers and others do their duty.

THE generation now on the threshold, and the generations to follow must be taught morality, as affirmatively as arithmetic—not negatively, but affirmatively, that sin is sin, that drunkenness and lust, and profanity and lying, and theft and murder are all wrong, and lead to a bad end; and that good order, respect for law, and temperance, frugality, honesty, purity, and reverence for the good and the true, are all elements of a perfect manhood and womanhood. Fully equipped with these, and a knowledge of his relations in life, of his obligations and duties, and with an intelligence that can make fortunes, and discern rights, the future citizen may be so orderly, so self-reliant, of such conscious rectitude that he will govern himself.

Let us be modest in our declaration as to the truth or falsity of statements made now-a-days. The microscope reveals that there are more than 4,000 muscles in a caterpillar, and that the eye of a drone contains 1,000 mirrors. There are spiders as small as a grain

of sand, and they spin a thread so fine that it would require 400 of them to equal the size of a single hair.

## SOMETHING MORE.

THE work we are to do as teachers and pupils is something more than to master the three R's. The Quiver says:

"When we talk of education, we think of the influence which should descend upon and pervade every so-called Christian society, having, it may be, different forms, but having this one thing in common; high motive, purpose, and effort to lead a righteous life, desire to know and to do the will of God; desire, that is to say, to know and do what really are the laws by which we should be guided; desire to follow them, and not merely please ourselves. That which thus concerns our whole course and work is no mere education department, confined to one section of instruction.

"Religious education! This, or its opposite, inevitably goes on in every circle, every home, every part and branch of society. We are all called to be teachers and scholars in this matter. It ceases at no period of our growth and life. It is perpetually the subject of learning and examination."

WHY did Adam bite the apple? said a pedagogue to a country lad. "Because he had no knife" replied the urchin.

WHY are people of short memories necessarily covetous? Because they are always forgetting something.

WHAT did Adam first put in the Garden of Eden? His foot.

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3. Denominate Numbers.
4. Practical Measurements.
5. Percentage, Trade Discount Profit and Loss, Commission and Brokerage.
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